Specific Learning Disability

Proposed regulations

Specific learning disability (300.8)

Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Learning disability does not include

 Learning problems primarily the result of vision, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.



The state must adopt criteria for determining whether a child has a specific learning disability.

State criteria

- May not require use of severe discrepancy between intellectual ability & achievement
- Must permit use of a process that determines if child responds to scientific, research-based intervention as <u>part</u> of evaluation procedures
- May permit use of other alternative research-based procedure for determining SLD



•A public agency must use the state adopted criteria.



Eligibility Team (300.308)

- Qualified to conduct assessments in speech/language, academics, intellectual development, social-emotional development
- Interpret assessments and intervention data and apply critical analysis to that data
- Develop recommendations
- Deliver and monitor specifically designed instruction to meet needs of student

Child not achieving commensurate with age in

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Math calculation
- Math problem solving



Determinant factor (300.306)

- (For any disability) may not be
 - Lack of appropriate instruction in reading, including the essential components of reading instruction
 - Lack of instruction in math
 - Limited English proficiency

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Three ways to identify

RtI

Pattern relevant to SLD

 Pattern relevant to SLD relative to intellect

1. Response

Child fails to achieve a rate of learning to make sufficient progress to meet State-approved results in one or more of the areas above when assessed with a response to scientific research-based intervention process.

2. Pattern relevant to SLD

Child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, that is determined by the team to be relevant to the identification of a specific learning disability using appropriate assessments.

3. Performance relative to intellectual development

Child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to intellectual development, that is determined by the team to be relevant to the identification of a specific learning disability using appropriate assessments.

Estimator

Add reading fluency

Maintain until further notice



 Child was provided with appropriate high-quality, researchbased instruction in regular education settings, including instruction was delivered by qualified personnel



Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction was provided to the child's parents.



If child does not

• Make adequate progress, a <u>referral for evaluation</u> to determine if the child needs special education and related services must be made.

Once referred

Evaluation to eligibility timeline must be adhered to, unless extended by mutual written agreement of parents and the eligibility team as previously described.



Classroom observation (300.310)

At least one member of the eligibility team, not the child's current teacher, who is trained in observation, shall observe the child and the learning environment, including the regular classroom setting to document academic performance and behavior in the area of difficulty.

Written report (300.311)

- Must include relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning.
- The instructional strategies used and the student-centered data collected if a response to scientific, research-based intervention process was implemented.

Summary

- Definition
- State criteria
- Team requirements
- 3 methods
- Classroom observation
- Disclaimers

Workgroups

- Need directors
- Need school psychs or others knowledgeable about assessment
- Need people who know about RtI
- Sign ups